

**A STUDY OF STUDENTS' READING HABITS OF ELEVENTH GRADE**

**SMA MUHAMMADIYAH 3 BATU**

**THESIS**

**Presented as a Partial Fulfillment of the Requirement  
for Master's Degree of English Language Education**



by:

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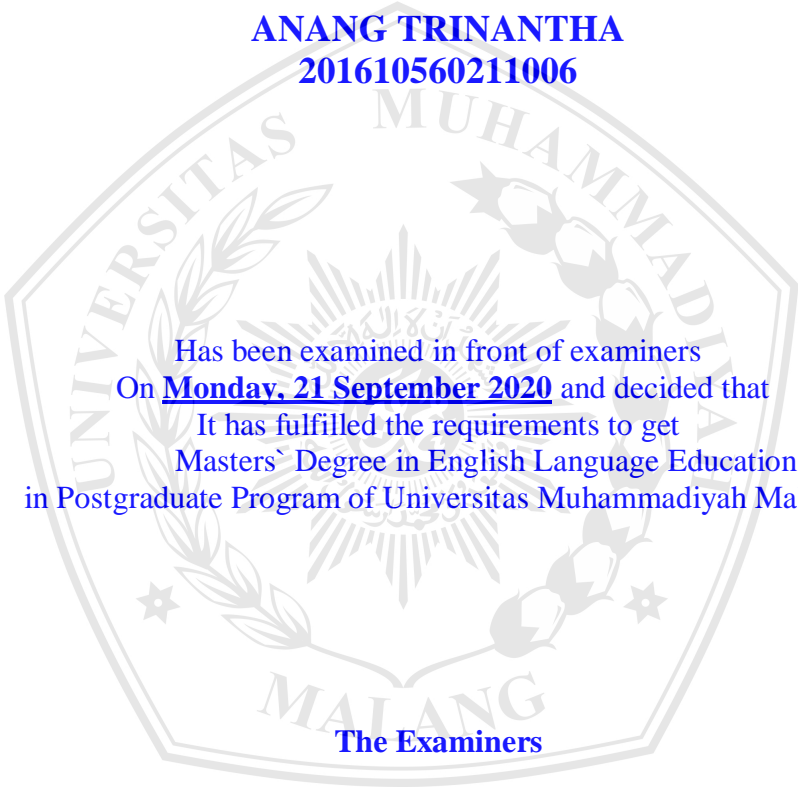
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# THESIS

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Has been examined in front of examiners  
On **Monday, 21 September 2020** and decided that  
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## LETTER OF STATEMENT

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Hereby, declare that:

1. The thesis entitled : **A STUDY OF STUDENTS' READING HABITS OF ELEVENTH GRADE SMA MUHAMMADIYAH 3 RATU** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proved as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedure required by the prevailing law.
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Thus, this statement is made truthfully to be used as appropriate.

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The Writer



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## **Dedication**

*To my wife Ajeng Yanti; my lovely sons Bagus Setiyawan and Bima Cahyanantha; my daughter in law Maghdarista and my grandson Handsome smart little Boy Aksara Cahaya Rabbani for their love.*



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Anang Trinantha

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>DEDICATION</b> .....	ii
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>TABLE OF CONTENTS</b> .....	iv
<b>ABSTRACT</b> .....	1
<b>ABSTRAK</b> .....	2
<b>INTRODUCTION</b> .....	3
<b>REVIEW OF THE RELATED LITERATURE</b> .....	8
Reading Habits.....	8
The Purpose of Reading .....	9
Leisure Reading .....	9
Serious Reading .....	10
Advantages of Reading Habitt.....	10
Indonesian Students' Reading Habits.....	11
Factors Influencing Students Reading Habits.....	11
The Influences of Home Environment .....	12
The Influencing Role of Teacher .....	12
The Roles of Libraries .....	13
The Role of ICT Resources .....	14
<b>RESEARCH METHOD</b> .....	15
Research Design.....	15
Research Setting and Respondents .....	15
Participants .....	16
Research Instruments .....	16
The Observation.....	16

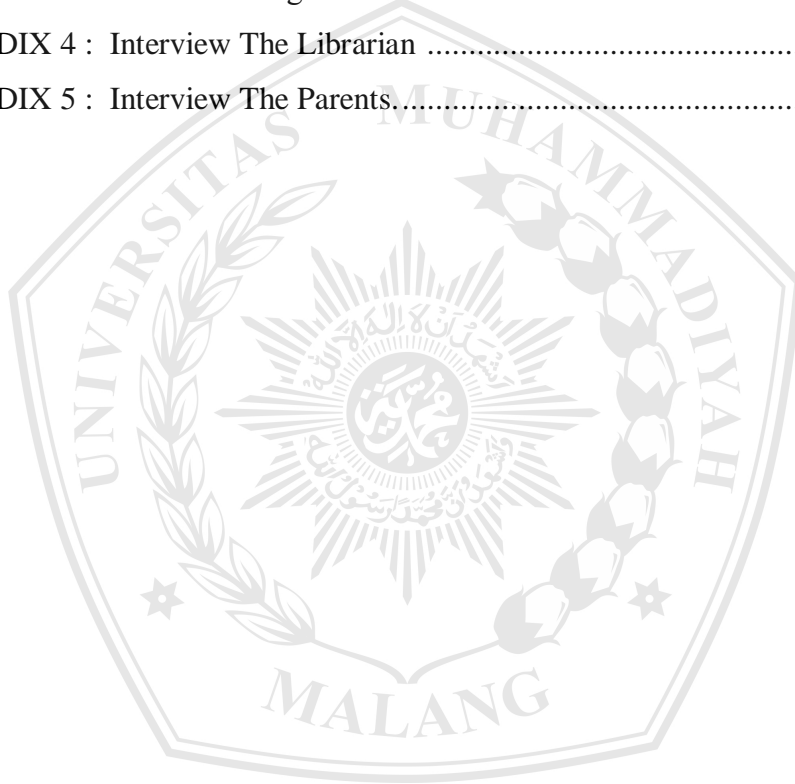
Interview.....	17
Data Collection Procedures .....	18
Observation.....	18
Interview.....	18
Data Analysis .....	19
Observation.....	19
Interview Analysis .....	20
<b>RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>20</b>
Research Findings .....	20
The Observation.....	20
Interviews.....	21
The Discussions and Critical Thinking.....	23
Factors that influences the students` reading habits at Muhammadiyah Senior High School 3 Batu, especially the eleventh graders.....	26
Family factors.....	26
Friend factors.....	27
School atmosphere factors.....	28
Teacher Factors.....	30
Factors students` level in mastering information technology.....	31
Low literacy factors.....	31
Nutritious food consumption factor .....	32
Education infrastructure factor.....	32
Factor in mastering technology on communication and information.....	33
The factor of the low interest on reading.....	34
The factor of small amount of the scientific books .....	34
The impact of low reading habits at Muhammadiyah Senior High School 3 Batu.....	34
The ways of Muhammadiyah Senior High School 3 Batu to motivate The Student`s` reading habits.....	35

<b>CONCLUSION AND SUGGESTIONS.....</b>	<b>37</b>
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<b>REFERENCE.....</b>	<b>3</b>
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## **APPENDIXES**

APPENDIX 1 : Subject of the study .....	47
APPENDIX 2 : Interviews Students .....	47
APPENDIX 3 : Interviews English Teacher.....	52
APPENDIX 4 : Interview The Librarian .....	53
APPENDIX 5 : Interview The Parents.....	54





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**ABSTRACT**

The ability of reading is an important part of teaching literacy and language acquisition. Reading improves the thinking ability by giving new concepts and ideas and enhances vocabulary and language which is essential in verbal communication. Because of the importance of reading, reading should become a habit and should sustain throughout life. When reading is transformed into a habit, another notion called "reading habit" comes into being.

This made the researcher to dive into possible results study of students' factors that influence reading habits their impacts and the way to motivate the students to love reading. The general objective of the research is to assess the reading habits of students and how it affects their performance. The specific objectives are firstly to find the factors of the students' low reading habits, secondly to describe the impacts of the students' low reading habits on learning activities and thirdly to describe the ways of the English teacher at SMA Muhammadiyah 3 Batu motivates the students to love reading.

This study investigated the reading habits of eleventh grade of SMA Muhammadiyah 3 Batu. It is also explored how students are influenced by Home Environment, role of teacher, role of library, role Information and Communication Technologies (ICTs) and the other factors that influence students' reading habits.

There are many important points as the results of this study which are taken from the research finding and research discussions. At least, it describes the factors and impacts of the low reading habit and the more important points are the

ways of English teacher at SMA Muhammadiyah 3 Batu motivates the students to love reading and makes reading as a habit.

**Key Words:** Reading, Habit, Reading Habit



**PENELITIAN KEBIASAAN MEMBACA PARA SISWA KELAS SEBELAS  
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**ABSTRAK**

Kemampuan membaca merupakan bagian penting dari pengajaran literasi dan penguasaan bahasa. Membaca akan meningkatkan kemampuan berpikir dengan cara memberikan konsep-konsep dan ide-ide baru dan memperkuat kosa kata dan bahasa yang sangat penting dalam komunikasi secara verbal. Karena pentingnya membaca, kegiatan membaca seharusnya menjadi suatu kebiasaan dan dipertahankan sepanjang hayat. Jika membaca ditransformasikan kedalam suatu kebiasaan, maka istilah “kebiasaan membaca” akan menjadi sebuah kenyataan.

Hal inilah yang membuat peneliti menyelami sehingga sampai kepada hasil hasil dari penelitian berkaitan dengan faktor-faktor yang mempengaruhi siswa dalam kebiasaan membaca, dampak yang ditimbulkan serta cara untuk memotifasi siswa agar menyukai membaca. Tujuan umum dari penelitian ini adalah untuk memberi penilaian kebiasaan membaca siswa dan bagaimana hal ini bisa mempengaruhi performanya dalam belajar. Secara spesifik tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang menyebabkan rendahnya minat siswa dalam membaca, kedua, untuk menggambarkan dampak-dampak dari rendahnya minat baca siswa dan yang ketiga adalah untuk menggambarkan cara-cara Guru Bahasa Inggris memotivasi para siswa agar suka membaca.

Penelitian ini meneliti kebiasaan membaca para siswa kelas sebelas SMA Muhammadiyah 3 Batu. Penelitian ini juga mengeksplorasi bagaimana kebiasaan membaca para siswa dipengaruhi oleh lingkungan rumah, peran guru, peran

perpustakaan, peran teknologi informasi dan komunikasi, serta faktor-faktor lain yang bisa mempengaruhi kebiasaan membaca para siswa.

Ada banyak hal penting yang bisa didapat dari penelitian ini yang tertera pada bagian research finding and research discussions. Setidaknya hasil penelitian ini menggambarkan faktor dan dampak yang ditimbulkan dari rendahnya kebiasaan/minat baca, serta poin yang lebih penting lagi adalah cara-cara Guru Bahasa Inggris di SMA Muhammadiyah 3 Batu memotivasi para siswa untuk menyukai membaca dan membuat membaca sebagai suatu kebiasaan.

**Kata-kata Kunci:** Membaca, Kebiasaan, Kebiasaan membaca



## INTRODUCTION

This chapter deals with the background of the study, the research question, the objective of the research, the significance of the research, the scope and limitation and the definition of key terms.

Teaching literacy comprises four parts; reading, writing, speaking and listening. Thus, it is evident that learning to understand the spoken language and responding to it are natural processes. Listening and speaking skills alone do not make a child literate. For a pupil, being literate means to be able to read with fluency and confidence and using the correct spelling of having access to a wide range of vocabulary to understand the meanings of written texts and to express their ideas in a clear and appropriate way.

The definitions of reading are proposing by several experts. According to Leu and Kinzer (187: 9) reading is development, interactive, and global process involving learned skills. The process specifically incorporates and can be positively and negatively influenced by nonlinguistic internal and external variables or factors.

Moreover, according to Tarigan (2008: 7) states that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in words.

Reading should become a habit and should be sustained throughout life. And this should also become among the basic objectives of education. Meanwhile, a habit is a repeated action which people do regularly, sometimes without knowing that they are doing it. Habit of reading is established by having frequent repetition of reading practices in a course of time so that it becomes the nature of the EFL students' daily activities (Good, Woodford, and Walter : 2008).

Given that habits are a component of everyday lifestyles, a more promising strategy for identifying individual differences in habit performance involves investigating demographic and lifestyle characteristics (Wood & Quinn: 2006). When reading, is transformed into a habit, another notion called "reading

habit” comes into being. The habit of reading is the basis of lifelong learning. Palani (2012) argues that reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking creates new ideas.

However, the developments of media, had continued to influence interest in reading books, magazines and journals, among others. Hence, a good reading habit is indicated by fluency, automaticity (Morris & Slavin, 2006), accuracy (Schwanenflugel, Hamilton, Kuhn, Wisenbaker, and Stahl: 2004), highly enjoyable reading practices, vast amount of reading, good proficiency in English (Akyay & Ogeyik, 2009; Renandya, 2007), positive attitude toward reading, conscious and avid reading, having a teacher who shared a love of reading (Park, 2011), self-selection of books, motivation to read, eagerness to receive a book as a present (Jamnik, 2005), and regular reading after school hours (Adetunji & Oladeji, 2007).

Concerning about reading habit, many Indonesia students still face numerous challengers. The latest survey conducted by Program International for Student Assessment (PISA, 2012), put Indonesia in the second lowest rank in the student reading habit from 65 countries surveyed. In term of reading habit in East Asian alone, it was reported that Indonesian students are still left behind the Singaporeans which are considered high among other South-East Asia countries. The low reading habit in Indonesia is also visible from the data released by Central Bureau of Statistics (BPS) in 2006. It revealed that our society has not made reading as the main activity in their leisure time. People prefer watching TV (85.86%) and listening to the radio (40.26%) rather than reading the newspaper (23.46%). Economic Development Cooperation Organization (OECD) reported that the reading interest of Indonesians is the lowest among the 52 countries in the region of East Asia (Republika, 2009). This indicates that reading is less popular among Indonesians.

There are numerous factors contributing to the low interest in reading. One of them is the fact that reading habits in Indonesia has never been inherited from our ancestors. Early on, lots of children used to listening or learning verbally

from such stories and fairy tales commonly expressed by the parents or community leaders. Nearly every child is told the stories rather than reads by themselves. According to Chakravarthy (1998), family lifestyle, relationships between children and parents at home, and family socioeconomic status are closely related to the nurturing of reading habits. In line with this, Nathanson, Pruslow, and Levitt (2008) found the evidence that parents have a powerful effect in creating enthusiastic readers.

In addition, Indonesia education system has not enforced students seeking information more than what is taught. Generally, the students rely on the information obtained from the teacher and they take for a granted the information from the teacher without critical views. Basuki (1993) argues that since the goal of Indonesia education system is National examination, accordingly there is very insignificant stimulation to read other books outside their subject textbooks. UNESCO (2012) reported the shocking fact that out of 1000 Indonesian children only one child is able to complete reading one book per year. It is in a big contrast with a reading habit of European students who spend 25 titles of books on average per year; while in Japan one child is able to complete approximately 15 titles of books per year. Thirdly, inadequate reading and lack of school library facilities are another big factor causing low student interest in reading. Schools are not always able to cultivate reading habits for their students. Even though they have school libraries, these were not used optimally. Similarly, the visitors are relatively low in public libraries. In other words, the condition of the poor textbook quality, the density of the curriculum, and the learning method that emphasizes on memorization may contribute to low reading interest. Sarumpaet (2007) claims that schools are not considered to be an adequate place to foster students' interest in reading. The tight school activities leave students with no time to read. Sarumpaet also argues that students are too busy with the lessons and they have to do homework at home as well. This is in line with Oyeyemi (2005) who has proven the attribution of the poor reader's habit of our poor educational system.



Several consequences of poor reading habits will surely affect the state development and bring about a big impact for the next generation. Students with poor reading skills are more likely to face difficulties in writing an assignment. Accordingly, they may use dishonest methods such as duplicating writing or other tasks. Without the awareness of improving students' reading habits, plagiarism may not be diminished from students' habit and in the long run, it will be damaging the nation self-esteem (Anyaegebu, Ekene and Eucharia 2016). Furthermore, the poor reading habit may also result in under-developed students' problem solving skills. These skills are necessary to respond to the situations promptly and these can be trained if they have good reading habits.

In line with this, Hare (1981) stated that Good readers show greater control over their measures than poor readers. Good reader's versatility is the ability to overcome the obstacles of the mental barrier, changing the approach to a problem (Filsaime 2008). If a student has a high reading interest, the student's intellectual potential will likely increase and the student can learn how discover solution through the problem-solving process. On the other hand, students with a poor reading ability will likely obtain poor grades in schools and will easily feel irritable and frustrated. Moreover, it will fail to develop their full potential. Poor reading skills can cause children to develop bad attitudes in responding to schools and can adversely affect their self-esteem in the future (Fosudo,2010). According to Rubin (2002) in *Diagnosis and correction in reading and guiding reading instruction*, children with poor reading habits have a higher chance of anti-social behavior such as crime, school violence, intimidation, computer hacking, and even malpractice due to poor reading habits.

It is important to note that there are many complex problems of poor reading habits of SMA Muhammadiyah 3 Batu. This made the researcher to dive into possible results study of students' factors that influence reading habits their impacts and the way to motivate the students to love reading. It is also great interest to note that most high school students in Batu, especially in SMA Muhammadiyah 3 Batu face the problem of poor reading habits and this problem has taken deep roots in the part of the students either as a result of lack of

qualified teachers, bad method of teaching, outdated textbooks, family background and psychological factors and teachers poor attitude towards reading and teaching students the proper reading skills.

Based on the research background in preceding statements, a research question emerged as follows:

1. What are the factors of the students' low reading habits?
2. What are the impacts of the students' low reading habits on learning activities?
3. What are the ways of English teacher (English teacher's strategies) at SMA

Muhammadiyah 3 Batu to motivate the students love reading?

The general objective of the research is to assess the reading habits of students and how it affects their performance. The specific objectives are as follows:

1. To find the factors of the students' low reading habits.
2. To describe the impacts of the students' low reading habits on learning activities
3. To describe the ways of English teacher (English teacher's strategies) at SMA Muhammadiyah 3 Batu to motivate the students love reading.

It is expected that this study contributes both theoretical and practical praxis. Theoretically this study is expected to give contribution to add the existence literature related to the portrait of high school students' reading habit and understanding factors causing low or high level of the students' reading habit.

Practically, this study is expected to contribute to English teaching and learning such as:

1. For the School

The schools and the stakeholders may use the findings of the study to implement strategy improving reading habits.

2. For English teachers

For English Teacher By understanding the level of their students' reading habits, teachers together with librarians, and principals seek more creative ways that students may read with their own interest and desires. In addition,

understanding the factors causing low reading habits will help teachers to know what strategies fit with students' problems.

### 3. For the Next Researchers

This study expected to contribute to the current researcher and future researcher. For the current researcher, this study will be of understanding the level of students' reading habit. Future research It may be beneficial to undertake further work to investigate the actual reading habits of young people with more number of schools and participants.

This research focuses on Reading habits of only one High School at eleven grade of SMA Muhammadiyah 3 Batu.

Reading habit, Palani (2012) argues that reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking creates new ideas.

## LITERATURE REVIEW

This chapter covers some theories employed in the research. The discussion focuses on reading habits, the purpose of reading, advantages of reading, Indonesian students' reading habits, and factors in influencing students' reading habits.

### Reading

Based on the Common European Framework of Reference for languages (CEFR), reading is the skill which will help you to improve your understanding of the language and build your vocabulary (British Council The United Kingdom's international organization for cultural relations and educational opportunities.

A registered charity: 209131 (England and Wales) SC037733 (Scotland).

### Habit

According to Aseptiana Parmawati on her Journal entitled "The Study Correlation between Reading Habit and Pronunciations Ability at the second Grade Students

of IKIP SILIWANGI”, habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. A good reading habit is important for the development of personalities and mental capacities. (DOI: <https://doi.org/10.22460/eltin.v6i1.p46-52>)

### **Reading Habits**

Habit is defined as behavior which is repeatedly done until it becomes more automatic, enforced even without deliberate thinking, mostly with the absence of a sense of awareness (Nilsen, Roback, Brostrom, & Per-Erik: 2012). According to Gardner (2012), habit is an abstract concept which does not have only single accurate definition. Doing habits means people conduct activities repetitively without thinking about why this self-concept occurs. Meanwhile, according to Owusu-Acheaw (2014), a reading habit is a planned and purposive study pattern that has achieved a form of consistency on the students' daily routines to comprehend academic subjects and pass exams. Reading habit means employing reading as a regular activity.

Bashir & Mattoo (2012) reported that the reading habit can help students to achieve broad academic achievement because according to Okebukola (2004) from reading, people have the way to transfer knowledge and experiences to each succeeding generation. Therefore, it assisted the students to obtain meaningful knowledge and better academic achievement in schools. Reading habit is one of the basic building stages of learning which extends the possibilities of success at school and in life (Edeole and Adejoke, 2016). In the opinion of Sisule (2004), reading is not merely for formal tuition, it is useful for individual life. It is a fundamental device and cornerstone for a student's favorable result at school and more generally in the whole life (Iloeje, 2014). Greene (2001) states that reading habit is best shaped at a young impressionable age in formal institution, because once the habit is formed it can last one's life time. It assists children in the academic achievement, to be an effective citizen, and to gain success in life development. Thus, Jegbefume, (2010) believes that students need to have a good reading habit. Furthermore, this activity involves a cultivation of an attitude and

possession of skills making the reading a fun, regular and consistent routine (Gbadamosi, 2007). To sum up, it is difficult to be more knowledgeable if one is not in the habit of reading consistently.

### **The Purpose of Reading**

Reading has several purposes which may bring either positive or negative outcomes. The reader's purpose plays an essential part in determining the type of reading they do. The readers establish their purposes by thinking and by asking question about what they plan to read. This study divides motivations to read according to Grellet (1981: 4), Lester and Allice Crow (2001: 53), and Nuttal (1982: 23). Based on Grellet (1981: 4), reading aims are classified into reading for pleasure and reading for information. Meanwhile Lester and Allice Crow (2001: 53) classified two general purposes of reading including leisure-time reading and more serious reading. On the otherhand, Nuttal (1982: 23) defines two types of reading ativities, intensive and extensive reading.

### **Leisure Reading**

Leisure reading, also known as pleasure reading, free voluntary reading, and independent reading, is independent, self-selected reading of a continuous text for a wide range of personal and social purposes (International Reading Association, 2014). It is reading activity for enjoyment which can be varied in based on personal preference such as reading favorite sport magazines, comics, articles, and movie program reviews (Lester and Allice Crow, 2001: 53). This reading habit is seen as a hobby which makes the reader knowledgeable. This reading motivation can bring satisfaction to the readers and positive results. Research indicates that reading as a hobby improves students' reading comprehension (Cox & Guthrie, 2001), language (Krashen, 2004), and vocabulary mastery (Angelos & McGriff, 2002).

### **Serious Reading**

Providing readers with a purpose would have pedagogical implications in education in which most students find their own reading purpose in studying and are already aware of this. Serious reading or reading for information is defined as reading to study for a goal such as to obtain factual information and solve

problems Lester and Alice Crow (2001: 53). This is commonly conducted in more serious manner. For instance, it is quite obvious that students in EFL class settings read for studying to obtain better grades in the subject (Cheon and Ma, 2014). It involves an intensive reading approach which means reading shorter texts to extract specific information (Nuttall, 1982: 23). This activity focuses more on the accuracy activity which involves reading for detail ideas. IN this reading, the scanning process takes a more prominent part than the skimming activity. Readers try to obtain all the provided information, for example: Reading dosage instruction for medicine intake (Nuttall, 1982: 23).

### **Advantages of Reading Habits**

Reading habits provide enormous benefits for the readers. Through reading, one has access to a wide range of knowledge found in various reading materials like academic books, magazines, newspapers and journals (US Department of Education, 2005). A study revealed that reading interest has been linked and related to vocabulary development, comprehension, fluency as well as general intellectual development (Guthrie & Wigfield, 2000). Besides, reading habits are also correlated with academic success because students who like to read are likely to have better literacy skills and possess more ideas that can help to be more creative and innovative (Grabe, 2003; Stansberry, 2009). Steel (2008) reported several benefits of reading habits.

Habits of reading are seen to help the brain works effectively, stock pile decent vocabulary, and increase scholarly interest. Besides, habits of reading also involve a psychological activity which helps the readers to have more positive arrangement of psyche. Reading is often regarded as a vehicle for collecting ideas which can't be spread verbally. When students read well, they are widening their mental horizons and multiply their opportunities (Satija, 2002).

### **Indonesian Students' Reading Habit**

Many studies have been conducted to discover reading habits among students. Rubin (2002) directed homeroom activity research to explore the reasons of low reading habits. Peer teaching and collaboration are used as the measuring parameters to suggest scientific-based reading strategies and specific interventions



to meet students' demand. The results reveal that the culture affects on the low interest in reading and EFL teaching in Indonesia according to current EFL reading theories and the cultural context of English teaching in Indonesia. The role of all sectors to help increase reading habit interest of students is in need. English teachers in Indonesia, especially, should be aware of this cultural issue and encouraged to create effective and centered teaching support conditions in their reading classes. In 2015, National Library issued statistics outcome of merely 10% of Indonesians at the age above 10 years old interest in reading (Wibowo 2015). Additionally, UNESCO report in 2012 shows that reading habit index of Indonesians was 0.001 (Yusuf, 2013). It implies that of the 1000 people, only one is interested in reading, which means that the reading interest among Indonesians is still relatively low.

### **Factors in Influencing Students Reading Habit**

In view of the past investigations, there are assuredly factors which influence the reading habits. Individual qualities such as social class, age distribution and parents' occupation (Adetunji, 2007) and openness to electronic offices like webs and home videos (Akyay & Ogeyik, 2009; Karchmer, 2001; Huang, 2004) affect the reading habits among students (Kaufman, 2007). In addition, the environmental factors such as parents and peers and institutional factors like school educational program and educators (Adetunji and Oladeji, 2007) can either encourage or militate against better interest in reading.

### **The Influences of Home Environment**

Home and school are two central environment points of the high school students in term of their education and related exercises. Stanovich (1986) states that environment such as home can greatly affect children reading habits either positively or negatively. Even though environment condition decidedly impacted readers with great reading skills to a better level, readers who do not have great reading skills are influenced negatively by their environment which obstructs them from reading. Furthermore, parents play a primary contact for a lot of children and in many cases from them are evolved their habits and attitudes. Given an example, in a study conducted by Greaney (1986) it is suggested that



parents who are ordinary readers such as having chances to read consistently and can easily access to reading materials at home help children enhance their reading skills and their eagerness to read more consistently. In line with the discoveries of Greaney (1986), Hyunjoon (2008) reported that a positive parental mind frame for reading, early home education training, and broad access to a vast quantity of reading materials at home indicate a positive influence on children's performance in reading.

In accordance with this, Nathanson, Pruslow, and Levitt (2008) found the proof that parents have a powerful effect in shaping excited readers. According to Edeole and Adejoke (2016), leisure reading takes place mostly while children accept motivation from their parents, even more specifically when the parents read stories to them or act out as reading models. Papadima-Sophocleous (2009) and Majid and Tan (2007) recommended that a settled and effective reading activity is done by the students during their recreation time. Thus, reading habits are likely to improve if parents make recommendations and discuss with their children.

### **The Influencing Role of Teacher**

Schools bear a function in helping children acquire reading habit as their places to read. Studies indicate that school is the second most favorable reading place after home. For instance, Clark et al. (2005) reported that children between 8 and 14 years suggested schools as their second and third most favored spot to read (school library and school exercise individually) after home. In school, instructors implement various strategies so the students have the opportunity to improve their reading as a habit. Teachers have to come up with measures to encourage children to read more (Moser & Morrison 1998).

Moreover, Bushman (1997) described an effective homeroom with assigned reading lists such as works of arts like comic books, rap tunes and young adult literature can be an alternative. McKool and Gespass (2009) explored the reading habits of 65 teachers from America and saw how their reading habits and frames of mind towards reading influenced their favored reading exercises as executed in the study hall. Additionally, peer groups in the school setting are able

to affect students' reading habits. According to Pellegrini and Galda (1991), early literacy experiences bring a positive impact in shaping students' reading hobby which then turns into their habits.

### **The Roles of Libraries**

Many studies have investigated the reading habits among children and youngsters in relation with the utilization of libraries (open, school or classroom) and their impact on the readers' reading habits. In reference to the importance of libraries to an individual student reading practice, several investigations have uncovered that libraries (public and school) are one of the principle places in which students obtain reading materials (Smith and Day, 2013; Ogeyik and Akyay, 2009). Furthermore, other studies have focused on the relationship between the use of libraries and students' reading habits. According to Miller *et al.*, (2013) who evaluated the role of public libraries in promoting leisure reading among Americans, more educated citizens suggested that open libraries provided increasing identification of their cultural interests and vocations. On the other hand, based on the less educated subjects, libraries gave benefits to their regular exercise. Among young readers, public libraries served as social bridge to build their interaction.

Similarly, Clark (2010) explored the relationship between the school library utilization among teenagers and their reading habits. The result indicated that majority of the students visited the school library and among them were girls than boys who enjoyed the library services representing by as much as 70.8% and 66.5% respectively. The reason underlying their willingness to visit the library is due to the existence of intriguing books, the comfortable place to read, and improvement in their academic performance. Moreover, Clark also found a positive relationship between levels of reading performance and the utilization of school library, which indicates improvement in the students' level in reading comprehension.

## **The Role of ICT Resources**

The accessibility of reading materials (books, novels or magazines) may influence the reading habits among children and youngsters. Lately, the concern of reading in the 21<sup>st</sup> century networked society has altered significantly. Young adults are more likely to obtain information from the Internet resources as opposed to the printed media. The worldwide ICT devices used have reshaped the conventional reading habits of the readers. Information and Communication Technologies (ICTs) which are adopted for teaching EFL reading take total interest of scientists and educators. Liu (2005), and Nicholas, Huntington, Jamali, Rowlands, Dobrowolski and Tenopir (2008) conducted studies on how precisely ICT implementation has affected on the reading habit. Liu (2005) reported that with the emergence of digital era young adults are prone to spend more of their time reading from digital resources. Reading activities, such as browsing information, downloading, skimming on the Internet, are common among them. Moreover, Olszak (2015) conducted a study on the effect of nine tools on reading habit. Her study revealed that overwhelming majority of the participants utilized information and communication technologies when they were reading books/materials and various kinds of foreign online dictionaries are the most beneficial Internet resources while reading in a foreign language.

## **RESEARCH METHOD**

This chapter describes the method used to gather and analyze data for this study. It addresses the following aspects of the study: research design, research setting and respondents, sample of the study, research instruments, data collection, and data analysis.

### **Research Design**

The focus of this study is to find the factors of the students' low reading habits, to describe the impacts of the students' low reading habits, to describe the ways of SMA Muhammadiyah 3 Batu to motivate the students in order to love

reading. In gaining the comprehensive data based on the focus of this study, the researcher employs qualitative designs (a descriptive qualitative approach) utilize in answering the research questions.

In addition to this, the researcher displays the data into a descriptive way. According to Bogdan and Biklen (2003), a qualitative method has a natural setting as the direct source of data and the researcher has a role as the key instrument. Therefore, the researcher has an authority in elaborating what has been found in the source and describing the data based on the researcher's interpretation.

### **Research Setting and Respondents**

This study was conducted in SMA Muhammadiyah 3 Batu. This school is located at Jl. Cemara Kipas No. 122 Sidomulyo, Batu East Java. This research setting is chosen because of some reasons. First, based on the preliminary study, the researcher found that students have poor achievement in the reading skill. The statement from their English teachers supported it. Second, this place is easy to access by the researcher. Therefore, the researcher may be easier to conduct the investigation.

In order to gain a comprehensive data, the researcher needs several sources of data. In this study there are four classifications of the respondents such as students of eleventh grade, English teacher, the librarian of SMA Muhammadiyah 3 Batu and parents. The total number of eleventh grade students of SMA Muhammadiyah 3 Batu is 42 students consist of two classes. The reason of the researcher takes eleventh grade students as the respondent of this study because mostly they have a poor reading habit that impact to their fluency in reading English texts. In addition, eleventh grade students have to be well prepared in order to face final examination in their next twelve-grade. Considering that English test in the national examination is mostly in the form of reading text, it is necessary to enhance students' reading habit.

Furthermore, the researcher needs the supporting data from English teacher and the librarian considering students' reading habit. English teacher may give the insight of students' reading habit based on the teacher's experience about students' performance in the classroom. This data is very beneficial to support the

researcher in interpreting the data from the students. In addition, the researcher needs to gain additional data from the librarian about the role of school library including the condition of the library, the books supply, and the students' activities in the library. To complete the information of factors that influence students' reading habits, the researcher needs to collect the data from the parents due to the students' habits outside the school. All these information is very beneficial for the researcher since it has a relation to students' reading habit.

### **Participants**

The research Participants were all subjects in a study who have been surveyed. In this research, the target population is students of SMA Muhammadiyah 3 Batu. Especially, eleventh grade students. The total Participants of this research were 42 students which consist of two classes. The consideration for selecting this Participants are based on assumption that reading for eleventh students are crucial mostly they have a poor reading habit that impact to their fluency in reading English texts.

### **Research Instruments**

#### **The Observation**

The researcher did not only observe in the classroom by joining the English class, but also observe outside the class, for instance by observing the wall magazines which are hung on the wall of the class, school veranda and terrace, because there are two categories of the wall magazines, they are; the wall magazines which are hung outside the classroom and the wall magazines which are hung in the class room. At last, the researcher observes the students activities in the library, and the activities during the break time.

#### **The Interview**

After collecting the data of students' reading habit level through the questionnaire, the researcher conducted some interview sections to answer the second research question which is about the factors which influence students' reading habit. Cohen, Manion, and Morrison (2000, p.268) describe interview as helping researchers to evaluate the values, beliefs, and knowledge of interviewees.

Interview provides an opportunity to obtain in-depth information from a small number of respondents (Fogelman and Comber, 2007). In this study, the interviews provided information about the respondents' opinions; details of several factors in influencing students' reading habits level.

According to Ary (2010), there are three types of interview such as structured, semi-structured, and unstructured interview. Structured interview is a well-prepared interview in which specific questions is formatted for each research subjects. Semi-structured interview is formulated by particular questions to ask. However, it provides a chance for the researcher in modifying and adding the applicable questions during the interview process. Unstructured interview also defined as a conversational type of interview in which the questions arise from the current situation. In this study, the semi-structured interview technique was applied because the researcher is intended to be flexible but to ensure that specific topics to be covered.

The researcher interviewed students, an English teacher, a librarian and students' parents. First, the researcher interviewed the students to investigate several factors affecting their reading habit. In this step, some representatives of the students who have a high level up to the low level of reading habit was chosen in order to collect the complete data.

Second, the researcher interviewed an English teacher about students' reading performance and other possible information in ensuring the data from the students.

Third, after collecting the data both from the students and the English teacher, the researcher interviewed the librarian about all the relevant information toward the role of the school library in supporting students' reading habit.

Fourth, to answer the factor affecting students' reading habits, the researcher also needed to interview the parents because they serve as the primary contact for many children and in most cases the source of their attitudes and habits. Parents should strive to be in touch with the material the child is reading and communicate with their children. Smith (2009) noted that, the sharing of the reading experience in and out school is relevant and furthermore creates an



opportunity to learn. Due to these several steps, the researcher will gather rich data to answer the research questions.

### **Data Collection**

In attempt to find the factors of the students' low reading habits, to describe the impacts of the students' low reading habits and to describe the ways of SMA Muhammadiyah 3 Batu to motivate the students, there are several steps of data collection as follows.

### **The Observation**

The researcher did not only observe in the classroom by joining the English class, but also observe outside the class, for instance by observing the wall magazines which are hung on the wall of the class, school veranda and terrace, because there are two categories of the wall magazines, they are; the wall magazines which are hung outside the classroom and the wall magazines which are hung in the class room. At last, the researcher observes the students activities in the library, and the activities during the break time.

### **The Interview**

#### **a. Students**

- 1) The researcher selected several students to do the interview section in order to gain in-depth data about the factors of students' reading habit level.
- 2) The researcher did interview section with the selected students by using an audio-recording method to avoid missing up information.
- 3) The interview conducted approximately 10 minutes for each selected student to gain profound information related to their reading habit.
- 4) The questions of the interview with the students are prepared in a semi-structured set (see Appendix 2)

#### **b. English teacher**

The researcher also conducted an interview with the English teacher to ensure students' reading performance in the classroom by using audio-recording. The questions of the interview are prepared in a semi-structured set (see Appendix 3).



#### **c. The Librarian**

The researcher did an interview the librarian to gain the data about the role of school library in supporting students' reading habit and about students' activities in the library. The questions of the interview are prepared in a semi-structured set (see Appendix 4).

#### **d. Parents**

Finally, the researcher did interview with some parents of the students to gain more data about student reading habit at home or during their spare time outside the school. The researcher asked for parent agreement to be interviewed by delivering a letter from the university through the students about the permission to conduct an interview with them. The parents who agree to be interviewed then was contacted via mobile communication or asked to meet in person, depending on both convinience. The parents to be asked about their child reading habit. The questions of the interview are prepared in a semi-structured set (see Appendix 5).

After the interviews are conducted, data acquired by voice records were transformed into written documents for the rresearch. Furthermore; all the transcription was examined and proper codes to be formed for the factors affecting reading habit.

Together with that, the responses of the questionnaires were tabulated into an excel sheet based on the types of questions for further analysis.

### **Data Analysis**

#### **Observation**

After the researcher gained the data from the observation during inside and outside of the classroom, then he analysed the data by using descriptive qualitative approach. It means that he analyses the data he got qualitatively.

### **Interview Analysis**

The interview results were analysed qualitatively. The recorded data were transcribed into a description script. The previously prepared codes were grouped under similar titles and themes attained; so that codes were matched to themes. Several statements which indicate the factors of students' reading habit level was highlighted. The highlighted points were analysed and concluded. Consequently; the students' reading habits and the underlying factors affecting their reading habit were revealed. Furthermore; the underlying facts of the results acquired through the analyses of interviews were presented by illustrating the acquired codes and themes in tables and figures in the Finding section.

## **RESEARCH FINDINGS AND DISCUSSIONS**

In this chapter, the researcher presents the research findings and discussions based on the data had been obtained from the observation, questionnaire and interviews. The discussions on this chapter are also attempt to answer the research question which related to the investigation of high school students' reading habits level at eleventh grade of SMA Muhammadiyah 3 Batu and to the investigation of the factors affecting students' level of reading habits

### **Research Findings**

In this section the researcher explain everything related to what he had found especially during the class observation. Actually, there are many important points that the researcher finds which are important to discuss. The findings are taken from either the observations, questionnaires and interviews.

## **The Observation**

In this part, the researcher presents everything that he had found in class during the class room observation, and the observation outside the classroom. The researcher had conducted the observation on January 3, 2019 until January 24 2019. During that time he had observed the way the students read, the subject they had read, and the factors they found related with the reading habit. There are 42 students taken from 11<sup>th</sup> class as the research participants of this observation, from each class for fetching the data for this research. There are two classes of this eleventh graders, they are XI-IIS / Social Department and XI-MIA / Science Department. (Appendix I)

The researcher did not only observe in the classroom by joining the English class, but also observe outside the class, for instance by observing the wall magazines which are hung on the wall of the class, school veranda and terrace, because there are two categories of the wall magazines, they are; the wall magazines which are hung outside the classroom and the wall magazines which are hung in the class room. At last, the researcher observes the students activities in the library, and the activities during the break time.

Through the observation the researcher also found that there were many students do not like reading, they spend their free time just playing. This, later on will be discussed detailed at the research discussion.

## **Questionnaires**

In this part of the research finding, after the researcher shared the questionnaires, then he analyzed the data taken from the questionnaires as the

finding taken from the students' answers related with the reading habits through questionnaires. There many aspect to be asked by the researcher to the students at the questionnaire, such as, the students' eagerness in reading, the volume of the pages he read in a day, to know whether reading is such compulsory or joy for them, to know how often they read outside the school hours at least 30 minutes, to know how long they read on their spare time, to know how often they go to the library, to know whether they love reading or not, to know how long they spend the time in the library, to know how many books they read at the library in a week, to know how many books and how often they borrow the book from the library in a week, to know how long they spend the time at the bookstore and how many books they read, to know how often they buy books from the bookstore, to know how often how many books they read on weekends, to know how long they spend the time for reading on their spare time, to know how long they spend the time for reading on Sunday, to know how many books they read in a week and to know how many hours they read in a week.

In this research finding, based on the aspects taken from the questionnaire, the researcher concludes the research finding as follows:

### **Interviews**

After the completion of the observations, many students are interviewed randomly while they are completing in answering the questionnaires. The students are asked about problems and factors which create difficulty in comprehension of the passage. Different opinions come to know. Some students are of the opinions that their English vocabulary is very weak. Despite of this the words used in the

passage are difficult and some are totally new to them so that they cannot comprehend all of the passage. Some students blame the syllabus that syllabus is not well designed to provide them pretty amount of vocabulary that is useful in daily conversation. The vocabulary used in text books is different than the vocabulary used in newspapers, articles, novels, radio and TVs etc. Some students put the opinion that teaching methodology is not good enough to make them learn the sufficient amount of vocabulary.

A few of them say that their grammar is weak; their tenses are weak; they do not know the rules of making sentences; lack of control on grammar keeps them away from understanding English books, passages, stories and essays etc. A couple of students say that they are not interested in English; English should not be taught to us; the only purpose of including English in syllabus is to fail the students in the examination. In giving suggestions to improve their reading skills, some students say that they should be taught the tenses; tenses will help them to understand the written text and its meanings. The vocabulary should be taught by using the words into sentences.

After interviewing from the students, teachers are also requested to give their observations about the core reasons and factors which cause the poor English reading comprehension of the students. According to some teachers` opinions that the students are used to not learning. Teachers also do not encourage them for creativity. Teachers are strict to students to read and write accurately as they are

taught by the teachers. Students, instead of learning new things and bringing innovations to their previous knowledge, just cram the words, sentences, stories, essays and other things without understanding and comprehending them.

Students should be encouraged to understand the text first and then they should be encouraged to write by themselves instead of crammed text. In this way, the words and sentence structures used by them in their own writing helps them to learn the vocabulary, tenses, structure of different types of clauses and tenses; teachers should highlight their mistakes and encourage the students to improve themselves. This brings innovations and improvements in their learning. The learned vocabulary, by using in their own writing is stored in students' memory for a long time and it helps them in future to comprehend any texts.

One teacher suggests that such a passage is difficult to understand for the students in which they are not interested or they do not have background knowledge about that topic. Topic should be relevant to the students' background knowledge. Students should do more practice of reading so that they can develop automaticity with words. Some teachers say that students are weak at understanding questions in a particular tense, and they write the answer in different tense from the tense of the question asked; they should develop the understanding of tenses.

### **Discussions and Critical Thinking**

Few things are more important to students later in life than their ability to read and write well. Constantly working to improve classroom reading habits and literacy, from the time students in elementary school, can help them to develop

strong willingness in reading skill and make them more careful readers and writers. One of the best ways to improve students' reading habits is to immerse the students in the written word, and make it a part of all different types of activities; for instances, surrounding the classroom in literary posters, as well as making reading a fun and pleasurable activity, are two of the many ways to improve students' reading habits, even without students realizing it.

No matter the age of the students, they should be able to read or listen to a story, and then answer questions about that story. Young students may simply be asked to verbally answer a few questions. Older students can read stories on their own or in a group, and then answer written questions about these stories, or even write formal essays. This helps them to think critically about what they are reading as well as help students begin to develop their writing skills; teachers then can provide specific comments and feedback on their reading and writing, then students can revise their work. Encouraging students to select books to read on their own, and reflect upon this information Later such as in a journal, can also improve students' reading habits.

In addition, there are many teachers encourage students to read and write short story, and then share the story with the rest of the class. This can often encourage students to try a little harder. As well as getting them used to speaking in front of a group. It is important to make reading habit using as the fun activity. Vocabulary games with students, for instance, can help them to build their vocabularies and have fun at the same time. Daily time to listen to a story being



read aloud, or to read a book for pleasure, can also help develop this attitude that reading is fun.

There are plenty of reading activities that can be found by searching online or in curriculum guides for specific grade levels. Technological; options for improving students' reading habit also exist as well. Computer games can be a great way to kids to reading habit, since most of the reading materials are pretty familiar, with using the computer. These also offer great opportunities to give students who are excelling at reading and writing more opportunities to learn, while offering extra help to those students who may be struggling.

English language is a medium of communication which helps the members of a community to communicate and interact with one another. It involves both verbal and non-verbal communication. Reading is a nonverbal communication that enriches one's greater understanding. In schools, knowledge and information in English have been acquired often by reading. It has been an outstanding skill in getting information through translation and understanding the written text from different reading materials. It has been considered the first provider of relevant information for other communication skills such as writing, speaking, and listening.

As observed, the demand for English proficiency through reading among students is rising. Reading comprehension levels (literal, interpretive, critical, and application) have to be introduced to students for deeper understanding and better usage of the appropriate texts read. This attracted considerable attention in the present study. Despite the student's mastery of the basic elements of English such

as grammar and vocabulary, their reading comprehension levels still need improvement.

There is that 10 to 15% of the general school population had experienced difficulty in reading. She said that reading difficulties are the principal causes of failure in school. Reading experiences strongly influence a student's feeling of competency. If not achieved, there could be reading failure that may lead to misbehavior, anxiety, and lack of motivation in comprehending any of the reading materials in English. It is within this context that the researcher was prompted to study the reading habit in English of the Grade XI students of Muhammadiyah Senior High School 3 Batu.

**Factors that influences the students` reading habits at Muhammadiyah Senior High School 3 Batu, especially the eleventh graders**

There are many factors which give the influence on the students` education quality of Eleventh grade at Muhammadiyah Senior High School 3 Batu, but most of all are depend on the students` level on literacy and reading habits, beside the teachers` quality. Those factors which influence the students quality in education such as; family, friends, school atmosphere, teacher and the level of students` mastering in information technology, low literacy factor, teacher competence factor, nutritious food consumption factor, education infrastructure factor (electricity, computer, internet access, library, laboratory etc.), mastering the technology on communication and information factor, the low interest on reading factor, the factor of the small amount of scientific books.

### **Family factors**

The conditions of the family where the students live and spend most of their time will influence a lot to the students' reading habit. If the family members such as the parents, brothers and sisters love reading, however the students are also influenced the same as them like reading. Usually the family has family library and special place where all the family members join together reading books. Therefore, this kind of condition will increase the interest of the students in reading. The kind of the family which the family members like reading books would enjoy going out such as going to the bookstore for spending the time and money to complete the book collections for the family library. On the contrary, when the family members are not keen of reading, the students would also have a little motivation in reading, and the kind of family would have few books to read.

Finally, the family conditions have strong influence to the students, whether they like or enjoy reading or not. This condition is supported by the evidence from the Student 1 from the interviews he said that the family members like reading books, so that automatically he also like reading. On the other hand, the Student 2 where the family members do not like reading, this make her very reluctant in reading, at most she would study and read book whenever she will face the school examinations.

### **Friend factors**

Friend factor also takes a very influential matter that makes the students keen on reading or not, many students have close friends, and their close friends support or not on reading are depend on their habits and the background reasons

of friendship. There are many students have friends are depend on the same hobbies and interests. For instance, many students make friendship with the other friends who have the same hobbies like playing football, so that they make football club, the same interest like English, so that they make English club, and many others. Because of the same hobbies and interests, they share the hobbies and interests and develop their knowledge to each other.

When the students have friends who have the same habit and interest like reading, they develop their reading activities much better, like going to the library and bookstore together, sharing the books sharing ideas and opinions and make a little discussion club. It is a kind of a positive hobby and this surely develop their reading habits.

There are evidences that friends are the strong factors related to the reading habits, based on the interviews with the Student 1 who make close friends based on the same hobbies and interests (they like reading), this kind of friendship enhance and support their reading habits. Whenever they make meeting form a mini discussion and rise certain topic to discuss and sharing books and the base reasons for their arguments.

On the other hand, the student 2, they make some close friend are not based on the same hobbies, after such a long time of a friendship, she is very reluctant in reading, this conditions change compared with the time before making friends that she used to reading and like books to collect and read, but now not anymore.

### **School atmosphere factors**

The school conditions are the situations around the school environment which support the students' willingness to study and read the text. The school atmosphere is the way the school manage and arrange to enhance the school family members which consist of teachers, students and staffs focus to support the activities of teaching-learning activities.

The school atmosphere consist of not only the school environments, but also all the school family members as well. The school environment should support the students to study and reading books, such as poster, pamphlet, etcetera, should be written related the importance of study and read.

The wall- magazines also give important roles in commencing the students to read. The wall-magazines should be placed at the strategic places where the students usually spend their break time or at the places where they can be seen and read easily by the students. The wall-magazines should be made and designed as interesting as possible which can get the students' attentions to read. By using the wall-magazines at school, the student's creativities increases not only in reading, but also in writing as well. The students were used to read and write the articles to be displayed at the wall magazines. To make the circulation and the continuity of the wall-magazines, the teachers should give the task to the students either individuals or in groups to write and read at the wall-magazines. It is such kind of extra-curriculum for the student's additional task to make and read articles at the wall-magazines. The articles which have been displayed after such a periods of time, the articles could be collected and printed to be magazines and printed in

editions. So, there are many editions of book magazines to be printed taken from the wall-magazines. After printing processes, finally the magazines can be stored at the school libraries as to add the collections of library's reading books. By that way, it enriches students reading materials and enhance the students' reading habits.

Reading corners should be made at every class-room. The book collection could be taken from the school library and the articles which have been made by the students which are displayed at the class room wall magazine. Because of the class room magazines, so that the student's creativity is increasing.

### **Teacher Factors**

As the public figure and also as the motivator, teachers should be very good examples for the students, at least they are keen on reading. The teachers also give great influences to the students to be keen on reading. Whenever the teachers are keen on reading, then the students would love reading as well.

Based on the interview with the teacher of SMA Muhammadiyah 3 Batu, he said that there steps to be taken by the teacher in order to enhance the student's enthusiasm on reading, such as making the school wall magazines, the class room wall magazines, and class room reading corner.

Teacher competence factor, teacher is the students favorite figure on science at school. Students should have good perceptions on teacher as the scientist at school level. This kind of idea will be achieved by the conditions that the teachers keep increasing their competences in every subject they teach. Teacher is the one to be asked when the students do not understand of certain

matters, especially the matters which are related to the subject which the teacher teach. If the teachers have low competences, they do not master the subjects they teach completely, or they master the subject just in a half way, they are not able to answer their students` questions well or the answers do not make the students satisfied because the answers are not clear yet. Finally, this kind of factor hinders the good quality of students` education.

### **The factors of the level of students` mastering in information technology.**

The factor in mastering the technology on communication and information, the young generation today get very easy accesses in studying, by mastering technology on communication and information they are connected in wide accesses for studying. Today, the students all over the world are the same, they have the same chance to develop themselves to get as high as possible and as many as possible develop certain topic discussion of the school subject.

### **Low literacy factors**

Low literacy factor, when the students have high interest on reading, automatically the education quality increases, they read and study not only by the time they face the examinations, but more than that they keep studying not because of that but rather than their eagerness and interest to know more on certain subject they prefer. In this case, the students who have high enthusiasm in studying always keep studying either with or without teacher`s guidance. Those kinds of students (who have high reading habits/high literacies) often get good score in every school subjects, though they study do not for the purposes of



getting good scores, getting good scores are only the implications or side effects of their high reading habits. On the contrary, the students who have low reading habits, they usually start studying whenever they face the examination, there are so many subject materials are not read yet as the limits of time. The students with the low reading motivation are usually lazy in reading and their average subject scores are low. Actually, these types of students are not really stupid, the matter is only they do not read the subject yet which make their understanding on the subject is little, even wrong.

#### **Nutritious food consumption factor**

Nutritious food consumption factor, in fact, there are many advantages if the students have enough nutritious food consumption at least it effects; the quality on brain nervous systems, enough supply of energy for studying, the students are not get easily tired and sleepy during the studying hours, increasing the concentration in studying. Nutritious food influences the quality of thinking. Sometimes many students think that nutritious food consumptions is a small matter, but actually it give a very important role in studying. For instance, if the students go to school without having breakfast yet, more or less it disturbs their concentrations during morning school session. But if the students have breakfast with the nutritious food consumptions, they get more concentrations during the studying hours. Therefore, after this matter run in a such long period of time, nutritious food consumption factors influence the quality of education and it plays a vital role on education.

#### **Education infrastructure factor**

Today, education infrastructure factor (electricity, computer, internet access, library, laboratory, etc.) plays a very strategic roles to implement the high quality of education and the students reading habits. If the rooms around the school have enough light, especially the rooms which are not reached by the sunlight, it influences the students` eagerness in studying. The lighter the room the more enthusiastic the students in studying. Electricity plays very vital aspect to enhance the teaching-learning activities. So that the supply of enough electricity is quite necessary. By using the computer, it helps the students` in doing task and they can develop their knowledge by accessing through internet to gain wide variety of certain discussion topic. Library also plays important role to develop students` learning processes. Laboratory is quite necessary as the places to practice and making research to make the students more skillful on certain subjects. There are various laboratory such as science laboratory, physics laboratory, computer laboratory, chemistry laboratory, biology laboratory, language laboratory, etc. All of those infrastructures are enhance the students` learning processes and students` reading habits to elevate the students` literacy and the quality of education. If those infrastructures are not found in certain school, Certainly, it makes the students` education quality in low position as they cannot feed the hunger of studying. on the other hand, at Muhammadiyah Senior High School 3 Batu, all the infrastructures such as electricity, internet access, computers, library and laboratory can be found at this school. This condition supports the students` hunger on reading and develop their knowledge and science and finally it elevates the students` education qualities.

### **The factor in mastering the technology on communication and information**

The factor in mastering the technology on communication and information, the young generation today get very easy accesses in studying, by mastering technology on communication and information they are connected in wide accesses for studying. Today, the students all over the world are the same, they have the same chance to develop themselves to get as high as possible and many as possible develop certain topic discussion of the school subject.

### **The factor of the low interest on reading**

The factor of the low interest on reading is a very serious problem in the world of education. If the students are lazy of reading, they would be left behind compared with the other students from other schools. Surely, their quality of educations is low. Therefore, a new innovation is necessary to increase the interest of students` reading habits, such as publishing interesting book for the students to study with the interesting animations and pictures, good book cover etc. those are the way to elevate the students` reading habits.

### **The factor of small amount of the scientific books hinder the students to gain good quality of education**

Finally, the factor of small amount of the scientific books hinders the students to gain good quality of education. At Muhammadiyah Senior High School 3 Batu, the number of scientific books is quite a lot, the numbers of scientific books are more than the numbers of the students.

### **The impact of the students` low reading habits at Muhammadiyah Senior High School 3 Batu on learning activities.**

Every academic year students come and go at Muhammadiyah senior high school 3 batu, their existence in every periods bring different characters. Many periods leave the school with the flying colors or great success but also some of the periods are on the contrary. By the long years of experiences, the low of students` education quality mostly because of the low in reading habits or low in their skill of literacy. The followings are the impact of the low reading habits, especially at Muhammadiyah Senior High School 3 Batu:

1. Decreasing or even losing productivity (studying product, such as task, projects, homework, etc.
2. Losing one of the of the education processes
3. The appearance of the health problems on students as the impacts of low Reading habits on students, so that they have low awareness on cleanliness on nutritious food.
4. The high number of the students who stop continuing the study
5. The students who have low reading habits have low self-confidence in all aspects
6. The students depend on the other ones
7. The rate of stop studying increase and this give the impact on the jobless and low self-confidence
8. The gap appears, there are groups of the students who have high reading habits and mostly are clever students and the students who have low reading habits

who mostly are consist of low learners?

**The ways of the English teacher (English teacher`s strategies) at Muhammadiyah Senior High School 3 Batu to motivate the students` reading habits**

A crucial message behind it: Small acts can have a big impact when it comes to fostering a culture of reading in your school and community. When we let students know that reading is worthwhile and empower them to experience it joyfully, it creates a chain reaction of literacy learning. Here are 25 of our favorite strategies for fostering a reading culture.

**1. Improve the awareness of the importance of reading.**

The awareness of the importance on reading in order to they keen on reading. Not only for spending the time, but this kind of activities have a lot of advantages. By reading they get abundance of more information and more complete. By reading is also quite effective to recall the memories.

**2. Make reading as the culture at school.**

The school is the placed for formal education, therefore the school can be used as the place to apply reading culture. It is closely related with the role of the teacher to apply the learning processes based on the reading habits. The teacher just presenting the materials at glance, but the students have to develop the materials by themselves. The teachers just assist the students` on the right tracks.

**3. Maximize the role of the library.**

The role of the library is very important to enhance the students' reading habit.

The library is the warehouse of books and the books are the resources of readings and writings. The most important later on is the way to maximize the roles of the library to enhance the students reading habits, for instance by adding the book collection, by improving the managements of the library or even by adding the visiting hours.

4. Using the book as the present in every special moment.

By using the books as the presents in every special moments such as birthday presents, wedding presents, and making this habits as a culture, it means that we are automatically order someone to read books.

5. Forming the reading communities.

Reading communities are consist of people who love reading. In reading communities, all the members can share their thinking and share the books which are beneficial and important to read. Through the reading communities, the members will be trained to be brave to speak out and share their minds or thinking in front of the other members. By this way, the students are able to increase their speaking, knowledge and experiences as well as reading habits.

## **CONCLUSSIONS AND SUGGESTIONS**

### **Conclusions**

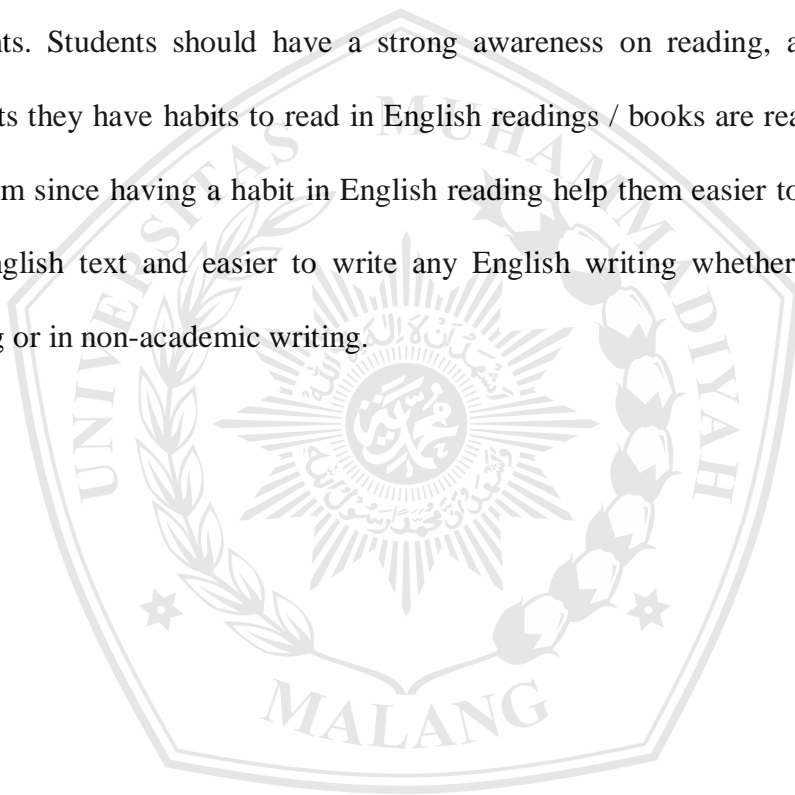
Based on the discussions and critical thinking on chapter IV, related with the results of the observations, interviews and questionnaires, hereby there are important points to note for the conclusions of this research, they are: 1) The low and high of the students` reading habit is different, because they have their own hindrances against reading. 2) Each students face different problems which bring them away from the reading activities, on the contrary, they have different motivation and reasons to love reading. 3) Each school and in this case is Muhammadiyah Senior High School has their own hindrances which can make the students stay away from reading. 4) Muhammadiyah Senior High School 3 Batu has their ways to overcome the problems of the students reluctant to read. 5) The atmosphere at home has a strong influence to the students in reading habits 6) School atmosphere is the second influential matter to make the students love reading and elevate the student`s literacy. 7) Finally, reading habit is depend on the students` willingness and awareness, because each students love reading has their own different motivation and reluctant of reading is also based on their own problems and reasons.

### **Suggestions**

In this opportunity, the researcher would like to suggest that the present study is discussed about the habits of reading in English, some of suggestions can



be delivered go to: 1) Teacher. The teacher should make the more creative learning method, especially for teaching reading strategy, in order to make the learning atmosphere which is not boring for the students so that the students feel the activity of reading is a pleasurable activity. Later, the reading material which is given to the students should be fit with the level of students, so that the students` reading activities in English are not as difficult as they thought. 2) Students. Students should have a strong awareness on reading, as learners or students they have habits to read in English readings / books are really necessary for them since having a habit in English reading help them easier to comprehend the English text and easier to write any English writing whether in academic writing or in non-academic writing.



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## Appendix 1

No.	Kelas	Male	Female	Total
1.	XI IPA / NATURAL SCIENCE DEPARTMENT	6	7	13
2.	XI IPS / SOCIAL SCIENCE DEPARTMENT	4	11	15
3.	TOTAL	10	17	28

## Appendix 2

### Interview Questions Students 1

Name : M.A.Y.P

Researcher : Tell me about your reading habits. Do you read for fun, or because you have to?

Students : Reading for me is a must

Researcher : How often do you read outside school for at least 30 minutes?

Students : once or twice a month

Researcher : Do you consider you read enough?

Students : No, but I would like to read more

Researcher : What kinds of books do you like to read? (novels, magazines, comics, etc.)

Students : I like read comics

Researcher : How would you describe your home with regard to the availability of books? (Excluding school books)

Students : It has just a few books

Researcher : Where do you like to read in your free time?

Students : Bedroom

Researcher : How many books do you read in a month for leisure?

Students : Less than one

Researcher : What motivates you to read?

Students : No one motivating me to read

Researcher : Do your parents read to you ...or...Did your parents read to you when you were little?

Students : No, they were not

Researcher : Why do you like reading?

Students : It help me to do exams

Researcher : What books does your teacher usually use to teach reading?

Students : My teacher usually used the text book for reading

Researcher : What happens if you discover a word you don't understand?

Students : I ask the teacher

Researcher : Do you think reading can help to improve your performance in the class?

Students : Yes

Researcher : Does reading help you to learn?

Students : Yes, it does

## **Students 2**

Name : SCR

Researcher : Tell me about your reading habits. Do you read for fun, or because you have to?

Students : Reading for me is a must

Researcher : How often do you read outside school for at least 30 minutes?

Students : once or twice a week

Researcher : Do you consider you read enough?

Students : No, but I would like to read more

Researcher : What kinds of books do you like to read? (novels, magazines, comics, etc.)

Students : I like read novel

Researcher : How would you describe your home with regard to the availability of books? (Excluding school books)  
 Students : It has just a few books  
 Researcher : Where do you like to read in your free time?  
 Students : Bedroom  
 Researcher : How many books do you read in a month for leisure?  
 Students : Almost everyday  
 Researcher : Who motivates you to read?  
 Students : My parents  
 Researcher : Do your parents read to you ...or...Did your parents read to you when you were little?  
 Students : Yes, they were  
 Researcher : Why do you like reading?  
 Students : It help me get better grade in test and exams  
 Researcher : What books does your teacher usually use to teach reading?  
 Students : usually used the text book for reading  
 Researcher : What happens if you discover a word you don't understand?  
 Students : I ask the teacher also browsing in the internet  
 Researcher : Do you think reading can help to improve your performance in the class?  
 Students : Yes of course  
 Researcher : Does reading help you to learn?  
 Students : Yes, it does

### **Students 3**

Name : HIB  
 Researcher : Tell me about your reading habits. Do you read for fun, or because you have to?  
 Students : Reading for me is a must  
 Researcher : How often do you read outside school for at least 30 minutes?

Students : once or twice a month

Researcher : Do you consider you read enough?

Students : No, but I would like to read more

Researcher : What kinds of books do you like to read? (novels, magazines, comics, etc.)

Students : I like read comics

Researcher : How would you describe your home with regard to the availability of books? (Excluding school books)

Students : It has just a few books

Researcher : Where do you like to read in your free time?

Students : Bedroom

Researcher : How many books do you read in a month for leisure?

Students : Less than one

Researcher : What motivates you to read?

Students : No one motivating me to read

Researcher : Do your parents read to you ...or...Did your parents read to you when you were little?

Students : No, they were not

Researcher : Why do you like reading?

Students : It help me learn new things

Researcher : What books does your teacher usually use to teach reading?

Students : My teacher usually used the text book for reading

Researcher : What happens if you discover a word you don't understand?

Students : I ask the teacher and browsing in the internet

Researcher : Do you think reading can help to improve your performance in the class?

Students : Yes

Researcher : Does reading help you to learn?

Students : Yes, it does



#### **Students 4**

Name : D N C P

Researcher : Tell me about your reading habits. Do you read for fun, or  
because you have to?

Students : Reading for me is a must

Researcher : How often do you read outside school for at least 30 minutes?

Students : once or twice a week

Researcher : Do you consider you read enough?

Students : No, but I would like to read more

Researcher : What kinds of books do you like to read? (novels, magazines,  
comics, etc.)

Students : I like read scient and history books

Researcher : How would you describe your home with regard to the  
availability of books? (Excluding school books)

Students : It has just a few books

Researcher : Where do you like to read in your free time?

Students : in the garden

Researcher : How many books do you read in a month for leisure?

Students : Less than one

Researcher : What motivates you to read?

Students : My mother motivating me to read

Researcher : Do your parents read to you ...or...Did your parents read to you  
when you were little?

Students : Yes, they were

Researcher : Why do you like reading?

Students : It help me learn new things

Researcher : What books does your teacher usually use to teach reading?

Students : My teacher usually used the text book for reading

Researcher : What happens if you discover a word you don't understand?

Students : I ask the teacher

Researcher : Do you think reading can help to improve your performance in the class?

Students : Yes

Researcher : Does reading help you to learn?

Students : Yes, it does

## **Appendix 5**

### **The questions used to interview the English Teacher**

Researcher : Do you often find your students reading books during the break time?

English teacher : I seldom find my students' reading books during the break time

Researcher : Do you know what kind of books they are reading about?

English teacher : reading some articles at the school-wall magazine

Researcher : How many times do you teach reading in a week?

English teacher : Once a week

Researcher : How are your students' reading abilities?

English teacher : not too bad but they are mostly lack of vocabularies

Researcher : What books do you usually use to teach reading for your students?

English teacher : I used my own books, they consist of theories and exercises

Researcher : How is the teaching technique do you usually use to increase your students' reading habits?

English teacher : By reading aloud for reading performance and by retelling the reading, for reading comprehension

Researcher : How do you take the reading score for your students?

English teacher : By using reading score rubrics

Researcher : How often do you assign reading to your students?

English teacher : Once a week

Researcher : What topics do you recommend your students to read?  
English teacher : many topics, based on the text types like narrative  
descriptive, report, expositions, explanations etc.  
Researcher : Do you provide reading materials for your students?  
English teacher : Yes, I do  
Researcher : How do you motivate your students to read?  
English teacher : By describing the importance of reading and the impact if  
someone likes of reading

## **Appendix 6**

### **The questions used to interview the Librarian**

Researcher : Do the eleventh-grade students visit the library?  
Librarian : Yes, they did  
Researcher : How long do the students spend their time reading in the library?  
Librarian : not really much time only some students'  
Researcher : How many times in a week do the eleventh-grade students visit  
the library?  
Librarian : two or three times  
Researcher : What kinds of books do the students like to read?  
Librarian : They come to library only when they have homework from the  
teacher  
Researcher : What is your opinion about the books or reading materials  
provided by the library?  
Librarian : Mostly the book is text book, there are some scient, history and  
agricultures books  
Researcher : Do you think the topics of the books in the library attract the  
students?

Librarian : Not too much attract the students'

Researcher : Do the students prefer to read the books in the library or borrow them to home?

Librarian : The students borrow the text book when they have task

Researcher : Do the students like to read with their friends or alone?

Librarian : mostly with group

Researcher : What motivates the students to visit the library?

Librarian : I think Library need more interesting book

Researcher : How many books does one student usually borrow every week?

Librarian : about 10 books

## **Appendix 7**

### **The questions used to interview the Parents**

#### **Background Information**

Researcher : What is your name?

The Parents : H N

Researcher : What is age range?

The Parents : 42 years old

Researcher : What is your occupation?

The Parents : as a teacher

#### **Current reading habits**

Researcher : Do you ever read during your spare time?

If no, what is your reason for not reading?

If Yes, what is your reason for reading?

Parents : Yes, I read in my spare time because reading is my hobby and I  
get the New knowledge

Researcher : Where do you usually get the books for reading?

Parents : I bought from books store

Researcher : Do you read newspapers and/or magazines?

Parents : Yes, I read it before but now I can access from the internet

Researcher : Do you ask your child to read with you?

Parents : Yes, when she was kid

Researcher : Do you motivate your child to read?

Parents : Sure, mostly I ask her to read the history of Islam

**The questions used to interview the students reading habits**

Researcher : Does your child often read at home?

Parents : Yes, she does

Researcher : How often your children read books at home?

Parents : When she has spare time

Researcher : Do you know what books your child usually reads?

Parents : She usually read novel

Researcher : How does your child usually read, while watching TV, or  
listening to the music?

Parents : She like quite place to read

Researcher : Where does your child usually get books for reading?

Parents : Borrow from library and sometimes she bought from bookstore

Researcher : In which area of the house does your child usually read?

Parents : In the bedroom

## Appendix 8

### DOCUMENTATIONS

#### INTERVIEW WITH THE STUDENTS, THE ENGLISH TEACHER AND THE SCHOOL LIBRARIAN

